



## Year 9 - Curriculum Choices for GCSE



Respect for Self

Respect for Others

Respect for Learning



# **NSG Key Stage 4 Curriculum (2020-2022)**

*This is an exciting time to be a Year 9 student. As the end of Key Stage 3 approaches you have already experienced the start of the GCSE courses in English, mathematics and science.*

*Now is the time to confirm which other subjects will make up your studies for the next two years. These decisions are not to be taken lightly. So gather all the information you can about the careers, qualifications and courses which are out there. The Choices Information Evening on Thursday 27 February will help you, with teachers and other agencies on hand to guide you through the possibilities.*

*Our Key Stage 4 courses build on the Key Stage 3 curriculum studied so far at Northampton School for Girls. We believe that it is important for students to continue studying many of the same subjects as in Year 9. As preparation for later education, training and employment this broad curriculum will keep options open, rather than closing any future interests and career plans that develop.*

*This booklet has been produced to explain to both students and parents/ carers the curriculum for Years 10 and 11. It contains important details about each subject and qualification. Please take the time to use this information when making your choices.*

*Mr P Smith – Acting Deputy Headteacher*

# Core Subjects

## Studied by all students

### GCSE's

English Language  
English Literature  
Maths  
Science – Double or Triple

### Other lessons:

PE & PSHE

## Other Subjects – four to be studied

- Students to select **six** subjects - in order of preference. **Four** will be given.
- \*At least one choice from subjects in **bold**

### Choose from:

Art  
**Computer Science\***  
Creative iMedia  
CPE (invitation only)  
Dance BTEC  
Design and Technology Papers & Boards  
Design and Technology Textiles  
Design and Technology Timbers  
Drama  
Ethics and Philosophy  
Film  
Food  
**French\***  
**Geography\***  
**History\***  
Music  
**Spanish\***  
Sport BTEC

## Reasons to choose a subject

- You like it or find it interesting
- You are good at it
- You need it or it is useful for your future career
- You can develop new skills by doing it
- You think you will do well in it
- Your teachers think it is a suitable choice for you
- It is a subject where you would like to learn more

## Who to speak to for advice

- Your subject teachers
- Your tutor
- Your Head of Year – Miss Kinsara (Elm) or Mrs Blakey (Oak)
- Head of Learning Centre - Mrs Pichler or Mrs Timms
- Co-Heads - Mrs Abigail Boddy, Mrs Catherine Carré

Year 9 choices evening is to be held on **Thursday 27 February 2020 at 7pm** in the Spinney Theatre

## Returning your forms

All forms must be returned by Friday 13 March 2020. Students returning forms after this date may forfeit the right to get their choices. If there are any concerns, please contact Mr Smith. (psmith@nsg.northants.sch.uk)

## A parent/carer guide to qualifications

Levels	Standard Route	Other Qualifications	Apprenticeship Route
<b>Level 1</b>	Foundation learning <ul style="list-style-type: none"> <li>• offered to students who have specific learning needs in consultation with parents</li> </ul>		
<b>Level 2</b>	GCSE (9-4)	BTEC Cambridge Nationals	<b>Apprenticeships</b>
<b>Level 3</b>	A Levels	BTEC Extended Project Core Maths	
<b>Level 4/5/6</b>	<b>Higher Education, Training and Employment</b>		

# KS4 Core Subjects

English Language & Literature

Mathematics

Science

Physical Education

PSHE

# English Language & Literature

## Course Aims

The course aims to develop the student's skills in reading, writing, speaking and listening. Students will read a range of texts – poetry, drama, fiction and non-fiction from different social, historical and cultural contexts. They will be taught to write in a range of styles for a variety of purposes, including formal essays, short stories, letters, blogs, articles and speeches. They will also develop their communication skills primarily through discussion, role play and presentation, either individually or in groups and to use Standard English when appropriate.

## What you will study

Pre and Post 1914 Fiction

Pre and Post 1914 Poetry

A Shakespeare play

Writing fiction and non-fiction

## The Facts

The course is taught holistically with the language content embedded in the literature teaching.

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
GCSE English Language	CGSE	AQA	5 lessons per week	100% Examination	9-1
GCSE English Literature	CGSE	OCR		100% Examination	9-1

### Further study and future careers

It is very important to gain GCSEs in English as they are essential qualifications for the future, regardless of career choice. The skills acquired form a firm basis on which to build for further and higher education, employment and lifelong learning.

**For further information talk to  
Your English Teacher**

## Course Aims

The course aims to develop confidence and enjoyment of mathematics.

It provides students with the ability to apply mathematics in other subjects and everyday situations. Employers, colleges and universities regard a student's GCSE mathematics grade as an important indicator of potential success.

## What you will study

Students started this GCSE course in Year 9 and will continue to study the major areas of mathematics: Number, Algebra, Geometry and Data Handling.

During the remainder of the three year course, there is an emphasis on problem solving and applying mathematics to real-life situations.

Students will continue to develop their mathematical skills both with and without the use of a calculator.

To support their learning each student can access an appropriate course text book and interactive resources at home via the school website.

AQA Text Book        -        Higher ISBN 978-0-00-759734-5  
                                  -        Foundation ISBN 978-0-00-759743-7

Both written and online homework is set regularly.

We encourage students to develop mathematical ideas creatively and also to apply their knowledge to practical problems.

"Mathematics transcends cultural boundaries and its importance is universally recognised." (*Qualifications and Curriculum Authority 2007*)

## The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Mathematics	GCSE	AQA Course Code 8300	5 lessons per week in years 10 and 11.	<u>Examinations</u> 3 x 1½ hour exams, examining the entire course at the end of Year 11.	Foundation tier 5-1 <b>or</b> Higher tier 9-3

### Further study and future careers

A GCSE in Mathematics is an essential qualification for the future. The skills acquired are a firm basis on which to build for further and higher education, employment and life-long learning.

Access to many further and higher education courses, plus certain career paths (such as teaching) are likely to be dependent on a new grade 5 in GCSE Mathematics.

**For further information talk to  
Mr Armstrong**



# COMBINED TRIPLE

## Science

Your daughter will already be following her KS4 Science course

### Course Aims

On this Science course students study aspects of Biology, Chemistry and Physics. It aims to develop scientific literacy and to enable students to engage in the world of science as both consumers and citizens. It prepares students for future roles within society as householder, parent and juror and to answer questions about how our bodies work, the technology in our pockets, threats to our environment and our place in the universe.

### What you will study

All students will study units of Biology, Chemistry and Physics which lead to 2 GCSE's in Combined Science in Year 11 or which form part of the three separate science GCSEs. Those students who choose to study Triple Science will have the same number of units but extra content in some units to gain 3 GCSEs.

#### The units are:

**Physics** – Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure and space physics (triple only).

**Biology** – Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

**Chemistry** – Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate of extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

#### **Students will learn:**

- Scientific facts and ideas, which will help them to understand the world around them.
- How to carry out a range of scientific investigations and to analyse the results.
- How to organise and present information clearly and use ICT.
- How to evaluate the validity of scientific evidence presented to them.
- How to deal with issues involving science which they may meet for example, mobile phone safety, decisions about childhood vaccinations and sustainable use of resources.

### The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Combined Science	GCSE	AQA (Trilogy)	5 lessons per week - Y9 6 lessons per week - Y10 & Y11	Six exams – two in biology, two in chemistry and two in physics. No separate coursework assessment. All papers are 1hr 15mins	Foundation Grades 5-1 Higher Grades 9-4
Biology Chemistry Physics	GCSE	AQA	5 lessons per week - Y9 6 lessons per week - Y10 & Y11	Two papers each for biology, chemistry and physics. No separate coursework assessment. All papers are 1hr 45 mins.	Foundation Grades 5-1 Higher Grades 9-4

**For further information talk to  
Mr D Adams**

# Physical Education (National Curriculum)

## Course Aims

Students will be given the opportunity to participate in a wide range of activities and will select two to study in detail. Within their activities they will be guided and encouraged to develop into an effective individual performer and team player and will learn various rules of all games and activities. Each student will develop their ability to evaluate their own and other's performances by means of practice, coaching and refereeing or umpiring. Within all lessons, students will follow aspects of health related exercise and will develop their understanding of the effects of exercise on the body.

## What you will study

All students have two, fifty-minute lessons per week and each activity is taught on a 6-8-week rota. The following activities are offered:

### Outwitting Opponents

**Basketball, Badminton, Rounders, Netball, Volleyball and Football** - will involve basic and advanced skills, techniques, tactics, rules, scoring, umpiring and refereeing.

### Accurate Replication

**Trampolining** - work covered will involve basic skills, safety issues, techniques and routines possibly leading up to the BTF Star Award Scheme.

### Identifying & Solving Problems

**Outdoor Education** - work covered will include skills and techniques specific to orienteering, problem-solving tasks and teamwork challenges.

### Exercising Safely & Effectively

**Fitness** - work covered will include aspects of health and fitness, looking at levels of fitness and participating in various fitness tests and training exercises to promote healthier lifestyles. Students will have the opportunity to design their own fitness programme and carry it out in our fitness suite.

### **Interform Competitions (Year 10/11 – Winter/Summer Term)**

All students will have the opportunity to participate in a physical activity of their choice or take part in a variety of inter-form competitions. This will depend on interest, ability, staff and facilities available.

Physical Education is an essential part of the National Curriculum and there are concerns at the highest level of government about the decline in fitness and participation amongst young people today.

It is therefore school policy that all students participate in every Physical Education lesson. **If students forget their kit then it will be provided for them to use. Physical exercise is necessary for health and we expect parents/carers to ensure their daughter's participation.**

## The Facts

Subject	Time Allocation	Assessment
Physical Education	2 x 50 min lessons per week	All students are required by law to continue Physical Education until the end of Year 11. Students will be assessed on their effort and participation through the learning indicators.
<b>Further study and future careers</b> Keeping fit and maintaining a healthy life style helps students stay mentally alert and able to learn. Being a healthy person will be an advantage in any future career. It develops both their mental and physical wellbeing, as well as social skills such as teamwork and leadership.		

**For further information talk to  
Mrs W Tarlton**

## Course Aims

An important part of your daughter's Key Stage 4 experience is the PSHE Programme. This consists of two short lessons per week and is taught by your daughter's tutor.

PSHE lessons aim to help your daughter learn about and achieve personal, social, health and economic well-being as she matures into adulthood. The PSHE course also guides your daughter to study effectively at school and at home to assist her in preparation for the next steps in her career – at school, college/university and eventually work.

## What you will study

Topics will include:

Self organisation and time management

Understanding effective ways of learning, including how to revise for examinations

Careers education and guidance

Opportunities Post-16

Sex and relationships education – including HIV awareness, pregnancy and child care, contraception, drug awareness, mental and emotional well-being

Teamwork and problem-solving activities

Personal effectiveness; working in groups, dealing with difficult situations

Financial Capability

## The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
PSHE	N/A	N/A	2 short lessons per week	This is a non-examination course	N/A

**For further information talk to  
Your Head of Year  
or see the PSHE scheme of  
work in your planner**

# KS4 Curriculum Choices

- Students to select **six** subjects - in order of preference. **Four** will be given.
- \*At least one choice from subjects in **bold**

Art

**Computer Science\***

Creative iMedia

CPE (invitation only)

Dance BTEC

Design and Technology Papers & Boards

Design & Technology Textiles

Design and Technology Timbers

Drama

Ethics and Philosophy

Film

Food

**French\***

**Geography\***

**History\***

Music

**Spanish\***

Sport BTEC

## Course Aims

The course aims to develop the student's practical and critical thinking skills through the process of; developing, recording, experimenting and presenting ideas in a creative and increasingly independent way, through a fine art course.

## What you will study

Drawing, painting, mixed media, printing and contextual studies. Students are encouraged to use a wide range of media and techniques to develop their ideas based on a variety of starting points. Visual research, observation drawing, analysis and experimenting are all important stages of a project leading to a final outcome.

## Coursework requirements

All students are required to develop sketchbooks or folders of work to record their ideas, experiments, observations and personal responses to a theme. The first coursework project will be a mix of workshops and other exercises to build the student's skills and understanding based on a theme selected by the teacher. The second project will be chosen by the student from a past exam paper, leading to an individual and creative project.

### Exam Requirements

Students will select a starting point from the exam paper. They develop an idea in the same way as their second coursework project, but produce the final piece in an unaided 10 hour exam (over 2 days).

## Fieldwork and visits

Students are encouraged to visit art galleries and exhibitions to support their coursework and their understanding of the work of other artists. Students are also encouraged to find their own visual research, take photos and do sketches. In applied week we usually run a trip to a gallery, exhibition or have a visiting artist in to run workshops, where possible.

## The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Art	GCSE	AQA	3 lessons	60% Coursework – two projects 40% Examination	9-1

### Further study and future careers

Opportunities exist for students to continue their study of Art at advanced level. The course will complement careers in teaching, exhibition and display work, fashion and textiles, theatre/stage design sets, architecture, make-up, artists/costume, television/film industry, hairdressing, media, publishing, CAD, graphic design, interior design, printing, art therapy, photography, journalism, advertising, illustration, museum and gallery research, restoration work and is well considered in a group of 'A' levels for a wide variety of degrees in a range of subjects.

**For further information talk to**  
Mr J Poole, Mrs J Channer, Mrs Fennell, Mr Simmons  
& Ms Taylor

## Course Aims

To provide students with an exciting opportunity to investigate how computers work and how they are used, to develop computer programming and problem-solving skills.

## What you will study

You will complete 3 units:

### Component 01 – Computer Systems

This unit involves the study of: System architecture, Memory, Storage, Wired and wireless networks, Network topologies, Network security, System software and Moral, social, legal, cultural and environmental issues.

### Component 02 – Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles, including: Algorithms, High and low level programming, Computational logic and Data representation. You will also put theory into practise with 'hands on' programming activities, developing a range of standard algorithms, such as search and sort, in addition to problem solving tasks.

## Coursework requirements

The course is taught through lots of practical work, but at the moment, we do not know what form practical assessment will take.

## The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Computer Science	GCSE	OCR	3 lessons	<b>3 Units of work</b> Component 01 : 90 minute written paper 50%  Component 02: 90 minute written paper 50%	9 - 1

### Further study and future careers

Computer Science is becoming a fundamental part of all businesses and organisations. The course is an excellent preparation for further study at Post 16 and good grounding for a wide range of careers including; the gaming industry, computer engineer, software engineer, data modeller, systems administrator, network administrator and cyber security. In addition, it will benefit any career requiring analytical and problem solving skills.

**For further information talk to  
Mr B Wainwright**

## Cambridge National Certificate in Creative iMedia

### Course Aims

To equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands on approach has strong relevance to the way people use the technology required in creative media.

### What you will study

You will complete 4 units, including;

#### Mandatory

- **Pre-production skills** (Examined)

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop your understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

- **Creating digital graphics**

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. You will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will allow you to apply your knowledge of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

#### Non mandatory

- **Creating a multipage website**

This unit will enable learners to understand the basics of creating multi page websites. It will enable you to demonstrate your creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow you to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

- **Creating an interactive multimedia product**

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. You will learn where and why interactive multimedia is used and what features are needed for a given purpose.

### Course requirements

The course consists of 75% coursework and 25% examination.

The coursework is internally assessed by your teacher and checked by an external moderator.

Subject	Level	Exam Board	Time allocation	Assessment	Access to grades
Cambridge Nationals in iMedia	GCSE	OCR	3 lessons	4 units of work  1 Unit (25%) is a 1 ¼ hour written paper  3 units (75%) are controlled assessments tasks (10 hours per unit) completed within school.	The course has a grading system equivalent to; 9-4 (Level 2) 3-1 (Level 1)

**For further information talk to  
Mr B Wainwright**

## CPE (Certificate of Personal Effectiveness)

### Course Aims

To help you to develop and demonstrate a range of skills including oral presentation, problem solving and working with others.

### What you will study

Since September 2005, students engaging in the 'CPE experience' have had the opportunity to gain a GCSE equivalent certificate - The Certificate of Personal Effectiveness, or CPE.

CPE helps to develop important skills, particularly 'working with others', 'problem solving' and 'improving your own learning and performance'. In addition practicing ICT, number handling and communication skills are a vital part of the course. Evidence of the level of skills development and of research, oral presentation and participation in discussions are all assessed.

The course is particularly suited to students who find academic examinations difficult and prefer learning through more practical activities. There is an emphasis on transferable, practical, life skills, which help to develop confidence and enhance self-esteem.

### Course content includes:

- Action planning and reviewing of work
- Information handling in a variety of ways including: presenting information to a group, interviewing and developing interview techniques, obtaining information by writing letters and developing research skills
- Health and Safety Issues
- Independent Living
- Healthy Living
- Work and career based topics
- Discussion of moral issues
- Community projects
- First Aid Training

### The Facts

Subject	Time Allocation	Assessment	Access to grades
Certificate of Personal Effectiveness	Up to 3 lessons	There are no written examinations as the course is assessed through 100% coursework, which earns the students credits. When the student has achieved the required number of credits they will be entered at the appropriate level.	Students will be entered for appropriate level.

### Further study and future careers

The course provides a sound basis for many careers as it develops skills valued by employers such as team work and problem solving.

It is good preparation for Vocational courses in Post 16.

**For further information talk to  
Mrs C Pichler & Mrs S Timms**



## Dance Performing Arts

### Course Aims

To study **dance** as a performance art  
Encourage creativity and confidence  
Learn about the performing arts industry

### What you will study

Learn repertoire  
Learn about technique and performance skills  
Create choreography for a group performance piece  
Study professional works and practitioners  
Engage in workshops

### Practical examinations

Assessment of technical and expressive performance skills in relation to a professional work  
A response to an external brief

### Written examinations

Coursework relating to professional works, practitioners and repertoire

### Fieldwork, residential and visits

Possible trips to see professional works and performances in internal and external dance shows. Parents will be asked to make a voluntary contribution towards the trip.

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
BTEC Tech Award in Performing Arts (Dance)	Level 1 and 2	Edexcel (NQF Pearson)	3 lessons	Component 1 - Exploring performing arts  Component 2 - Developing skills and techniques in performing arts  Component 3 - Performing to a brief	Students can achieve a Pass, Merit, Distinction and Distinction*

### Further study and future careers

The BTEC leads onto A level and further BTEC dance courses and a variety of degree options.

Future careers include professional dancer, teacher, dance administrator, dance critic, therapist and choreographer.

Teaching dance is also an excellent way of making some extra money on a part time basis whilst training to do something else.

**For further information talk to  
Mrs J Thurlow**

# Design and Technology

## Textiles, Papers & Boards (Graphics), Timbers (Resistant Materials)

### Course Aims

It is the aim of the Design and Technology Department to continue to deliver a high-quality comprehensive experience for students at KS4 that will provide a sound basis to continue through to A level, university and the world of work. We believe that we are training the 'designers of the future' and our courses will provide an exciting 'jumping off point'. Design and Technology will encourage you to develop design and thinking skills that will open up a world of possibility, giving you the tools to create the future.

### What you will study

You will be studying a brand new specification that offers exciting opportunities to be both creative and practical. It will involve the development of many transferable skills that can be applied throughout your learning, whether during A level or further education. The course provides a broad depth of experience upon which to draw and enables a full understanding of the iterative design process and industry. You will relate to authentic real-life situations, analyse existing products and design and make a product to solve a problem that you have identified within a selected set context.

### Course requirements

Beneficial attributes: an enquiring mind, creativity, enjoyment of practical tasks and problem solving.

You will study core technical aspects of all design areas including; metals, paper and board, polymers, systems, fibres and textiles, and timbers. You will cover your selected specialist area in more detail and do practical projects in this area too.

### The Facts

Specialist Areas ON OFFER. You will choose <b>one</b> of the following areas to specialise in:	Level	Exam Board	Time Allocation	Assessment
<b>Textiles</b>	GCSE Design and Technology	EDEXCEL	3 lessons	50% Coursework 50% Examination
<b>Papers &amp; Boards (Graphics)</b>				
<b>Timbers (Resistant Materials)</b>				

#### Further study and future careers

This GCSE offers great opportunities to follow careers in a wide range of professions such as Engineering, Architecture, Graphic Design, Product Design, Interior Design, Fashion and Textile Design, as well as many others. If you have a love of Science, then there are many opportunities to work in cutting edge industries where new products and technologies are constantly being developed.

Many degree courses value the problem solving skills embedded in this area of study, as do many varied careers.

**For further information talk to any Design Technology Teacher**

## Drama Performing Arts

### Course Aims

This course helps to develop confidence and aims to encourage students' enjoyment and understanding of drama, direction, live performance and stage design.

### What you will study

**Devised** – drama created without a script using stimuli. Exploration of themes, issues and topics through drama.

**Text** – students will have the opportunity to work with and explore a variety of texts e.g. poems, play scripts, original scripts and other written sources.

**Evaluation** – is an ongoing process and will occur throughout all practical and written work. Students will be offered opportunities to see live performances and review this.

**Performance** – students will act out a variety of roles and learn how to communicate to an audience.

### Coursework requirements

**Unit 1** - In this unit you will be devising from a starting point from the exam board. You will complete written coursework based on the performance and your creative journey.

**Unit 2** - In this unit you are asked to take part in a showcase using a variety of Drama Conventions based on a play text. To back up your practical work, you will write a short justification.

**Unit 3** - This is a written examination where you will be asked to study a text and answer questions based on the possible performance of this play. You will also review live theatre.

### Fieldwork, residential and visits

There will be opportunities for workshops and visits to theatres. There will be costs for transport and theatre tickets in order for such activities to take place. Parents will be asked to make a voluntary contribution towards trips, students must attend at least one theatre piece in order to complete their written exam.

### The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Drama	GCSE	OCR	3 lessons	The course is split into three units. Units 1 & 2 are non-examined assessments and worth 60% Unit 3 is a written exam worth 40%	Students can achieve grades 9-1

#### Further study and future careers

The course is ideally suited to students who enjoy performance, design and/or directing and who may wish to continue to study the Arts leading to University, College and Further Education courses.

Future careers include acting, teaching, therapy, journalism/media and theatre management. Drama is also helpful for any career where you need to present yourself well and communicate with others.

**For further information talk to  
Mrs C Odell**

## Course Aims

To consider a range of beliefs and faiths, with a particular focus on Christianity and Buddhism. Students will examine two religions in depth as well as a range of philosophical and ethical issues across the course.

## What you will study

### Year 10

#### **Christian Beliefs**

Students will study beliefs and teachings in Christianity and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed are included throughout.

#### **Buddhist Beliefs**

Students study the beliefs, teachings and practices of Buddhism and their basis in Buddhist sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Buddhism in the way beliefs and teachings are understood and expressed are included throughout.

**Theme A: Relationships and Families** – To include: Sex, marriage and divorce, families and gender equality.

**Theme E: Religion, Crime and Punishment** – Religion, crime and the causes of crime, religion and the aims behind punishment.

### Year 11

#### **Christian Practices**

Students will study a variety of Christian practices including worship, sacraments, festivals and the role of the Church in the community.

#### **Buddhist Practices**

Students will look at Buddhist places of worship, meditation, festivals and key Buddhist teachings on karma and rebirth.

**Theme B: Religion and Life** - The origins and value of the universe and the origins and value of human life.

**Theme F: Religion, Human Rights and Social Justice** - Human rights and wealth and poverty.

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Religious Studies	GCSE	AQA	3 lessons per week	100% Exam <b>2 exams</b> Year 11	9-1

#### **Further study and future careers**

After the GCSE, EP can support students who go on to study...

\* Philosophy \* History \* English Language or Literature \* Geography \* Politics \* Law \* Medicine \* Professions involving working with others \* problem solving and dealing with current issues.

Students develop skills such as:-

\* An awareness of controversial ethical issues \* Identifying the value of others ideas and beliefs \* Compassion & empathy, understanding of others opinions \* Working positively in a group \* Structuring an argument and developing conclusions \* Considering critical evaluation and analysis of issues \* How we might answer difficult or challenging questions \* Developing confidence in your own beliefs and ability

**For further information talk to  
Your EP teacher  
or  
Miss Peachey/Mrs Smith**

## Course Aims

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of film by exploring how genres change, how the contexts in which films are produced affect films and how elements such as cinematography and editing change and develop.

## What you will study

You will explore a broad range of films from around the world as well as developing a historical perspective on film. The US films for example, will include mainstream films from the past – films produced in the 1950s and late 1970s and 80s. More recent US film will be explored through independent productions – films produced outside the mainstream, which have allowed their filmmakers to explore less conventional topics and issues. Although many learners' experience of cinema is likely to be dominated by US film – well over 80% of the films shown in UK mainstream cinemas are American – with this in mind you will also explore film produced outside the US – in Europe, including the UK and Sweden.

## Coursework requirements

- Production Non-exam assessment
- Internally assessed, externally moderated by WJEC
- 30% of qualification (production, 20%, evaluative analysis, 10%) 60 marks

Production is integral to the study of film. As well as developing knowledge and understanding of a range of films, learners will be acquiring a knowledge of filmmaking, which they will be able to apply in a synoptic way to their final production. The production will take the form of an extract from a screenplay for a genre film (800 to 1000 words).

## The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Film studies	GCSE	WJEC	3 lessons	30% coursework 70% examination Paper 1 (1 hr 30 mins) Paper 2 (1 hr 30 mins)	9-1

### Further study and future careers

GCSE Film Studies will be a valuable subject to develop your analytical and creative ability. You will have the knowledge to deconstruct and explore moving image with confidence. Following on from GCSE, A Level Film Studies would develop these skills further and open up many career paths from teaching to jobs within the media industry.

**For further information talk to  
Miss Holmes**

## Course Aims

This new GCSE is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students practical cookery skills to give them a strong understanding of nutrition. Students will learn about a range of ingredients and skills which will be useful in a wide range of jobs and professions. The examination board requires students to understand how to prepare a number of meat and fish dishes which will be taught in the practical lessons. The two coursework practical tasks might require students to work with one or more ingredients which are restricted in a vegan or vegetarian diet.

## What you will study

Skills will be taught through five core topics: • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance.

Practical activities for preparing and cooking sweet and savoury products will be taught covering the following skills: • Sauce making – Roux, all-in-one, and béchamel • Different cooking methods – Steaming, boiling, blanching and poaching. Dry, shallow and stir frying. • Prepare, combine and shape – Roll, wrap, skewer, coat, layer meat, and fishcakes. • Tenderise and marinate – Marinade to add flavour to meat, fish and alternatives. • Dough – bread, pasta and pastry. • Raising agents – Whisked sponges and egg whites for meringues. • Setting mixtures – Layered desserts and custard. • Knife skills - Jointing a whole raw chicken and gutting and filleting a whole fish.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. As with all Design Technology courses there are financial implications. Stock materials are kept but specific materials may need to be purchased independently. Students will be asked to make voluntary contributions when needed. Support will be offered under certain circumstances.

## Coursework requirements

Students are required to produce 2 Non Exam Assessments (N.E.A.) portfolios. The first N.E.A. task is set by the exam board in September of Year 11 and investigates an aspect of the science of food e.g. Investigate the use of ingredients used to thicken sauces and soups. Research, investigation practicals, analysis and evaluation are undertaken and this N.E.A. is 15% of the total GCSE marks.

The second N.E.A task is set by the exam board in November of Year 11 and is a Food Preparation task e.g. plan, prepare, cook and present a range of dishes, using a variety of skills, from a Mediterranean culinary tradition. Present three final dishes. Students will research their task, demonstrate their technical skills, plan and make three or four final dishes, then analysis and evaluate their results. Students will prepare, cook and present a final menu of three or four dishes within a single period of no more than three hours. The portfolio of work will record all research, ideas, planning and evaluation of the work. Students will be examined on their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task and this N.E.A. is 35% of the total GCSE marks.

## The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Food Preparation and Nutrition	GCSE	AQA	3 lessons	50% Coursework 50% Examination	9-1

### Further study and future careers

It is possible to study a range of advanced courses relating to food that lead to degree level, employment or a working apprenticeship. The catering and food industry is one the fastest growing industries in Britain and there are many career opportunities from being a chef to a dietician, to developing recipes for TV advertisements.

**For further information talk to  
Mrs A Hulbert**

## French Modern Foreign Languages

### Course Aims

The course aims to develop students' competency in the French language. They will learn to understand and communicate ideas about a wide range of subjects. In addition, students will learn about customs and festivals in French-speaking countries.

### What you will study

Students will study a wide range of topics, essential grammar and learn how to use different tenses. They will also have the chance to develop research, dictionary and translation skills. The four language skills of listening, speaking, reading and writing will be assessed and each have equal weighting in the final exam.

Students study different sub-topics within the following three broad areas:

- **Identity and culture**, including relationships, technology, social media, music, cinema, TV, eating out and sport
- **Local, national, international and global areas of interest**, including home, town and region, charity and voluntary work, healthy and unhealthy living, travel and tourism
- **Current and future study and employment**, including school life, education and jobs post-16

### Assessment requirements

Students will be assessed by end-of-course examinations in listening, speaking, reading and writing. Although there is no coursework or controlled assessment, students' progress will be regularly measured by end-of-unit exam-style tasks.

### The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Modern Languages - French	GCSE	AQA	3 lessons	Listening: 25% exam Speaking: 25% exam Reading: 25% exam Writing: 25% exam	9-1

#### Further study and future careers

All students will find that the study of a foreign language will be an advantage both in their future careers and in leisure activities. A language is particularly useful in a career in business, tourism, finance and law, and is often a key differentiating factor in university entry.

**For further information talk to  
Ms A Kimberly**



## Course Aims

The main aim of this course is to prepare students for their future careers and lives. The course also trains students in skills which they will draw on in other subjects across the curriculum\*. Research design, data collection/ analysis, making presentations and debating difficult and controversial topics are some of the central skills the course teaches. Though maintaining a focus on the UK, the course will examine global changes in climate, the environment and economics. In certain topics, students' values, beliefs and attitudes will be both challenged and developed.

## What you will study: Contemporary questions including...

- How do human communities interact with the natural environment?
- How do weather, climate and other natural processes create hazards for human populations?
- How are rivers and coastal landscapes managed, especially in a densely populated island with a high level of rainfall such as the UK?
- How are the challenges of urban (city) living going to be met in a world of ever growing population?
- How is the global economy changing and how well placed is the UK to maintain its position as one of the world's larger economies?
- Will poverty and conflict ever be brought to an end?
- Can or should the world's resources be shared out equally between people and nations?
- What process should be used to reach decisions about controversial issues, and how should disagreement be 'managed'?
- What sort of jobs can young people expect to do in the future?

As part of the course we will complete an 'Issue Evaluation' in which a topical and controversial subject will be analysed in detail prior to an examination. The subject of this will be different each year.

## Fieldwork, and visits

Students are required to conduct fieldwork in the local area. Research will be conducted into human interaction with the physical environment (i.e. Ecosystems) and issues of concern in an urban environment.

*\*A recent survey of employers showed that after Mathematics and English, Geography is rated as one of the most useful subjects because of the number of different skills used to study the subject - this is because in businesses and organisations, issues and problems have not one cause, but many. Therefore solutions are complex. This is just like the world, its problems and solutions, which is what we study in GCSE Geography!*

## The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Geography	GCSE	AQA	3 lessons	TOTAL OF 3 ASSESSED PARTS: <ul style="list-style-type: none"> <li>• Living with the physical environment: written exam comprising 35%</li> <li>• Challenges in the human environment: written exam comprising 35%</li> <li>• Issue Evaluation and Fieldwork: Written examination comprising 30%</li> </ul>	9-1

### Further study and future careers

**Any Higher Education course is supported by geography GCSE.** Careers where geography could be particularly useful include those in green-technology, travel/tourism, planning, local government, law/policing, energy and any involving dealing with environmental or social issues.

**For further information please talk to  
Dr M Barratt  
or any member of the Geography team**



## Course Aims

If you have enjoyed History at Key Stage Three then it could be a very good choice at GCSE. History is the shared experience of humanity. It involves solving puzzles, telling stories, weighing up evidence, understanding different opinions and developing an argument. History teaches us about who we are and where we come from; it offers challenge and opportunity to all. Studying the past helps to make sense of the world around us and question ideas and beliefs.

## What you will study

Paper 1 focuses British Medicine 1250 to present: looking at how understanding of causes and treatments of disease have progressed. This includes studying the Black Death, Florence Nightingale, the impact of penicillin and the NHS. We also analyse the historic environment through a case study of medicine in the British Sector of the Western Front during the First World War.

In Paper 2 we will study the American West and look at how the whole of America was settled in the Nineteenth century and the effect that this had on the Native population. We also look in detail at the problems the various settler groups and the Native Americans faced in the struggle to survive in a hostile environment.

Early Elizabethan England, 1558-1588, is the second unit on Paper 2. We will explore how Elizabeth established herself as a very strong and successful monarch, dealing with threats, rebellions and the issue of marriage. We study the Spanish Armada and the lives of ordinary Elizabethans during an age of exploration.

Finally, Paper 3, we explore the USA 1954-75: Conflict at home and abroad. We investigate the experiences of black Americans, the growth of the civil rights movement, the contrasting approaches of Martin Luther King and Malcolm X, and the actions of the federal government. We then study the Vietnam War, including why the USA became involved, how it was fought, why there was opposition to it and why the USA ultimately withdrew.

## Why should you choose GCSE History? Here are a few reasons...

History is a fascinating, fun, dynamic course with meaningful and thought-provoking topics. It is highly valued by universities, both for its own sake and as a complement to other subjects such as English Literature, Ethics and Philosophy, Government and Politics and many others. The Medicine Through Time unit would be particularly useful for students thinking of studying medicine or the sciences in future.

## The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
History	GCSE	Edexcel	3 lessons	100% Examination - Paper 1 Medicine in Britain 1250-present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches Paper 2 The American West, 1835-95 and Early Elizabethan England, 1558-1588 Paper 3 USA 1964-75: Conflict at home and abroad	9-1

### Further study and future careers

History is a valuable subject that demonstrates that you can work well academically. Historians can present and write fluently, argue convincingly and undertake independent research. History also opens many doors in terms of careers paths from teaching and journalism to law. It is highly regarded by leading universities.

**For further information talk to  
Mr Devlin and the History Team on the top floor of  
Oak and Elm**

### Course Aims

The course is designed to inspire students to form a personal and meaningful relationship with Music. It is about Music making and covers performing, composing and listening. Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. The styles covered include music for stage and screen, world music and classical music (instrumental and vocal).

Music can be extremely rewarding as an option if chosen for the right reasons. It allows you to explore new areas of music in a theoretical and practical way.

### What you will study

#### Listening and Appraising

You will study 8 pieces of music, taken from 4 different areas of study, which will be assessed in the form of a listening exam taken at the end of the course; the exam is out of 80 marks.

The areas of study and set works are:

Area of Study	Set Work
Instrumental Music 1700-1820	• J.S. Bach: 3 <sup>rd</sup> Movement from Brandenburg Concerto No. 5 in D major
	• L. van Beethoven: 1 <sup>st</sup> movement from Piano Sonata No. 8 in C minor 'Pathetique'
Vocal Music	• H. Purcell: Music for a While
	• Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	• S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
	• J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	• Afro Celt Sound Systems: Release (from the album 'Volume 2: Release')
	• Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

#### Composing

You will compose 2 pieces for assessment, one in year 10 and the other in year 11.

### Coursework requirements

Both compositions combined need to last for a minimum of 3 minutes.

One is to a set brief from Edexcel, the second is a free composition; you will decide on a brief with your teacher. Each composition is worth 30 marks.

## Performing

You will record 2 performances for assessment, to meet the criteria a performance must last for 1 minute, but the 2 performances combined must last for a minimum of 4 minutes.

One piece has to be a solo and can be in any style.

The second piece has to be an ensemble (must include 3 or more musicians in the ensemble) and can be in any style.

## Fieldwork, residential and visits

The school offers a wide range of extracurricular activities. Students are encouraged to participate to increase their individual musical experiences. Students will have the opportunity to experience a live performance related to the course. Parents will be asked to make a voluntary contribution towards the trip.

## **The Facts**

<b>Subject</b>	<b>Level</b>	<b>Exam Board</b>	<b>Time Allocation</b>	<b>Assessment</b>	<b>Access to grades</b>
<b>Music</b>	GCSE	Edexcel	3 lessons	<b>Listening –</b> 40% (80 marks) Exam based <b>Composing –</b> 30% (60 marks) Coursework based <b>Performing –</b> 30% (60 marks) Coursework based	Single tier 9 - 1

### **Further study and future careers**

- A2 Music
- Music Degree
- Music Technology Degree
- Recording engineer courses

Possible careers include:

- Composer
- Performer - music college
- Arts management courses
- Music publishing
- Music teaching
- Music therapy
- Disc-jockey

Music is also helpful for many other careers such as primary and nursery teacher, radio presenter, youth worker, sound technician or theatre technician.

**For further information talk to:**

Mr R Reid

Mr P Parker

Miss A Urquhart

# Spanish

## Modern Foreign Languages

### Course Aims

The course aims to develop students' competency in the Spanish language. They will learn to understand and communicate ideas about a wide range of subjects. In addition, students will learn about customs and festivals in Spanish-speaking countries.

### What you will study

Students will study a wide range of topics, essential grammar and learn how to use different tenses. They will also have the chance to develop research, dictionary and translation skills. The four language skills of listening, speaking, reading and writing will be assessed and each have equal weighting in the final exam.

Students study different sub-topics within the following three broad areas:

- **Identity and culture**, including relationships, technology, social media, music, cinema, TV, eating out and sport
- **Local, national, international and global areas of interest**, including home, town and region, charity and voluntary work, healthy and unhealthy living, travel and tourism
- **Current and future study and employment**, including school life, education and jobs post-16

### Assessment requirements

Students will be assessed by end-of-course examinations in listening, speaking, reading and writing. Although there is no coursework or controlled assessment, students' progress will be regularly measured by end-of-unit exam-style tasks.

### The Facts

Subject	Level	Exam Board	Time Allocation	Assessment	Access to grades
Modern Languages - Spanish	GCSE	AQA	3 lessons	Listening: 25% exam Speaking: 25% exam Reading: 25% exam Writing: 25% exam	9-1

#### Further study and future careers

All students will find that the study of a foreign language will be an advantage both in their future careers and in leisure activities. A language is particularly useful in a career in business, tourism, finance and law, and is often a key differentiating factor in university entry.

**For further information talk to  
Mrs C Seed**

## Sport BTEC Level 1/2 First Award in Sport (2018)

### Course Aims

This course aims to enable students to encourage personal development through practical participation and performance in a range of sports and exercise activities. To understand health-related fitness, sports and exercise by developing a range of skills and techniques, personal skills and attributes for successful performance in working life.

### What you will study

#### Mandatory Units:

##### Unit 1 - Fitness for Sport & Exercise (Externally Assessed Exam)

In this unit you will know about the different components of fitness and principles of training, explore the different fitness training methods and investigate fitness testing to determine fitness levels.

##### Unit 2 - Practical Sports Performance (Internally Assessed)

In this unit you will understand the rules, regulations and scoring systems for selected sports, practically demonstrate skills, techniques and tactics in these selected sports and be able to review sports performance.

##### Unit 3 - Training for Personal Fitness (Internally Assessed)

In this unit you will design a personal fitness training programme, know about how exercise affects the body and strategies for continued training success, implement a self-designed personal fitness training programme to achieve own goals and objectives and review it.

#### Optional Unit chosen

##### Unit 6 - Leading Sports Activities (Internally Assessed)

In this unit you will know the attributes associated with successful sports leadership, undertake the planning and leading of sports activities and review the planning and leading of these sessions.

Assessments will be done through practical performance and completion of assignments. A variety of assignment methods will be used e.g. newspaper reports, power-points, posters, leaflets, visual tools, questionnaires, magazine reviews.

### The Facts

Subject	Level	Exam Board	Time Allocation	Assessment
First Award in Sport	BTEC Level 2 (equivalent to 1 GCSE)	Pearson	2 double lessons  1 single lesson	Students will be graded on the following scale: Level 1 = 1.75, Pass = 4, Merit = 5.5, Distinction = 7, Distinction* = 8.5  They will complete 3 mandatory units and 1 optional unit  Unit 1 Fitness for Sport & Exercise is externally marked (25% of final grade) 1 hour 15 min exam = Out of 60 marks  The other 3 units are internally marked through assignments and practical lessons (75% of final grade)

#### Further study and future careers

This course is a good starting point for those students who wish to follow careers related to sport, such as teaching, coaching, umpiring/refereeing, sports development officer, managerial positions in the leisure industry, fitness instructor or physiotherapist, police force, nursing, paramedic, firefighting, armed forces.

**For further information talk to  
Mrs W Tarlton/Mrs L Smith**







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